



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## Internal Assessment Resource

### Digital Technologies Level 1

This resource supports assessment against:

Achievement Standard 91073 v1

Implement basic procedures to produce a specified digital media outcome

**Resource title: Animated Story**

4 credits

Student Name: .....

*I declare that the material I have submitted for this unit or achievement standard is my own work and that I had no outside help from others in completing it.* \_\_\_\_\_

*(student to sign)*

Comments: .....

.....

.....

☐ Not Achieved   ☐ Achieved   ☐ Merit   ☐ Excellence

#### DEPARTMENT USE ONLY

Internal Moderation Grade: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*If your grade differs from the mark given by the teacher, fill in the 'internal moderation' report.*

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## Student Instructions

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### Introduction

This assessment activity requires you to skilfully and efficiently apply basic techniques to create an edited movie that incorporates **original** animated footage with an **original** audio file.

You will be assessed on:

- The extent to which your movie meets the specifications.
- The manner in which you implement the step-by-step plan and apply techniques and testing procedures to create the movie. Your independence, as well as your accuracy and efficiency, will be taken into account.

This is an individual task. You have **4 weeks** (20 hours) to complete this task. It needs to be submitted by **Friday the 7<sup>th</sup> of March**. Due to the nature of the task, there will be no re assessment opportunity for this standard.

### Task

Combine both original animated and audio files to create a movie that tells a short story.

Your assessment must include:

1. An initial brief – *what you have chosen to do; the theme; figures; the story line; what resources you need; who your audience is;*
2. A saved original \*.piv file that shows your completed story.
3. An exported \*.avi animation.
4. A saved original \*.wma audio file.
5. A saved original \*.wmv video file.
6. A final brief with annotated screen shot evidence (See Appendix A) – *application specific techniques used e.g. onioning, creating figure types specific to your application(s); A list of testing procedures; Any references/websites.*

### Minimum Specifications Checklist

The animation has:

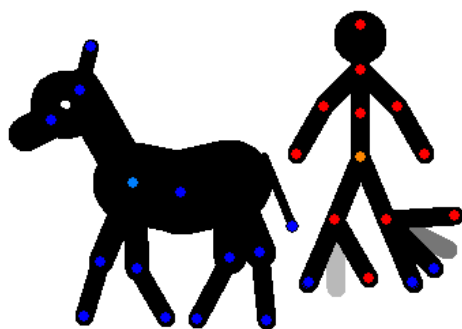
At least 100 frames	
An imported background	
At least one additional figure type	
An appropriate storyline	
Exported as a *.avi	

The movie has:

Original animated footage imported as a *.avi or similar file type	
Original audio imported as a *.wma or similar file type	
Opening title of your movie	
Closing credits to your movie	
Evidence of the splitting and/or trim tool used <i>e.g. audio or video editing</i>	
Appropriate transitions	
A video effect that enhances the theme	
Clear, easy to read title and credit font/colour selection.	
Been saved as a Windows Media Video (WMV) using best quality for playback.	

## Appendix A – Annotated screenshots:

Using the Snipping Tool that comes with Windows 7, and Microsoft Word 2007, take screenshots of your animation with a description of as many of the following features used: *Onioning; Background Import; Figure type import; Figure type create; Figure scale; Frame rates; Appropriate trimming; Splitting; Transitions; Effects; Titles.*



This is a screenshot of how I used onioning to help me get realistic walking animation. I set it to 4 previous movements, because 6 was too many.

### Assessment schedule: Digital Technologies 91073 An Edited Movie

Evidence/Judgements for <b>Achievement</b>	Evidence/Judgements for Achievement with <b>Merit</b>	Evidence/Judgements for Achievement with <b>Excellence</b>
<p>The student has <b>implemented basic procedures</b> to produce an animated story. They have:</p> <ul style="list-style-type: none"> <li>• Applied a set of <b>techniques</b> to produce an animated story. <i>E.g.</i> Added 100 or more frames to the animation with appropriate timing (<i>frames per second</i>) and figure scale, in order to achieve realistic movements.</li> <li>• Used the appropriate <b>features</b> of multiple applications to create, integrate and edit video, audio and/or graphics. <i>E.g.</i> The student has annotated evidence of 3 or more application features including - onioning, background import, figure type import, figure type create, figure scale, frame rates; appropriate trimming, splitting, transitions, effects and/or titles.</li> <li>• Applied <b>formatting techniques and design elements</b> as appropriate to the media type. <i>E.g.</i> The student has written a description of the theme, figures and/or storyline. Chosen a background and figure type(s) appropriate to the animation. Appropriate transition timing and effects. Clear title fonts and colours. Contrasting colours that complement animation.</li> <li>• Applied data integrity and <b>testing procedures</b> to ensure the outcome meets the specifications. <i>E.g.</i> The student lists what they did to test the animated story to ensure that it is functional. Proofread any text to ensure that it is readable and legible. Accurate voice over to match animation. Addressed all major issues. Minor inaccuracies not corrected.</li> <li>• Followed legal, <b>ethical</b>, and moral responsibilities as appropriate. <i>E.g.</i> The student has included a reference to any websites they downloaded figure types and/or background images from; A student disclaimer has been signed to verify the authenticity of their digital media outcome;</li> </ul>	<p>The student has <b>skilfully implemented basic procedures</b> to produce an animated story. They have:</p> <ul style="list-style-type: none"> <li>• Shown <b>accuracy</b> in the application of techniques and testing procedures. <i>E.g.</i> The student has completed a movie that plays as intended, including: <ul style="list-style-type: none"> <li>• All specifications met.</li> <li>• Consistent design of storyline, background, figure types, transitions, effects, fonts and colour scheme.</li> <li>• Default figure type(s), fonts and/or background colours have been modified to match theme.</li> <li>• Animation has been manipulated using 5 or more of the application features.</li> </ul> </li> <li>• Shown <b>independence</b> with regard to decision making in the application of techniques, design elements and testing procedures. <i>E.g.</i> The student required minimal support from the teacher or fellow classmates and made decisions independently, using online support effectively.</li> </ul> <p>They may not have always used the optimal tool in the optimal way, but they needed no direct assistance to:</p> <ul style="list-style-type: none"> <li>• Import and/or create figure types</li> <li>• Import backgrounds</li> <li>• Exporting correct file type <i>avi, wma, wmv</i></li> <li>• Import video, audio and/or graphics</li> <li>• Apply a range of formatting techniques and design elements</li> <li>• Test the animation to ensure that it plays correctly.</li> </ul>	<p>The student has <b>efficiently implemented basic procedures</b> to produce an animated story. They have:</p> <ul style="list-style-type: none"> <li>• Undertaken techniques and procedures in a manner that <b>economises</b> the use of resources in the movie's production and use. <i>E.g.</i></li> <li>• The student created a fully functional animated story in a straightforward, deliberate manner.</li> <li>• Selected and used the most efficient tools, features, techniques and resources at each stage, not resorting to a trial-and-error approach.</li> <li>• The animation plays as intended, with no errors or design flaws.</li> <li>• The student has used annotated documentation throughout planning, design and implementation.</li> <li>• The background, figure types, timing, transitions, effects and titles enhance meaning and allow the user to enjoy the viewing experience.</li> <li>• Audio and images have been optimised before being imported, selected and edited using a range of tools, and exported correctly.</li> </ul>